



Leading the Way to Interpretive Excellence

Participant Guide

National Park Service TEL Class

June 25, 2009

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Welcome

Welcome to this TEL (Technology Enhanced Learning) training event. We are excited that you will be joining us today and we look forward to helping you to get as much out of this time as possible.

Your participation is an important part of this class. If you have a question, don't hesitate to ask. There are probably several others in the class who have the same question – you might as well be the one to ask. It is our goal that you leave class today with no unanswered questions.

How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this TEL course.

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With TEL courses there is also a “protocol” to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TEL courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, and say,

“Excuse me [instructor’s first name], this is [your first name] at [your location]. I have a question (or I have a comment).”

Then release the push-to-talk button. This is important. Until you release the button, you will not be able to hear the instructor.

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



Course Overview

Instructors

Ginger Cox

Cumberland Island National Seashore

Guests:

David Larsen

Training Manager for Interpretation
Learning and Development
Mather Training Center

Carol Clark

Timucuan Ecological and Historic Preserve

Course Description

This course is designed for those who currently or may potentially serve as a leader, mentor, trainer, coach, or supervisor of interpretive staff. This may include volunteers, partners, YCC, SCA, interns, permanents and seasonals. Participants will develop a greater understanding of the systems and sources of interpretive training, apply this understanding by having skills in navigating these systems, and have the ability to effectively lead interpretive staff towards professional and measurable standards. This course provides the participant with information that will provide a framework for identifying, providing and assessing the interpretive development needs for staff (as above). A basic understanding of Foundations Of Interpretation is desired and should be built upon (at www.parktraining.org).

Target Audience

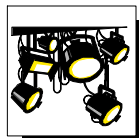
This course is designed for those who currently or may potentially serve as a leader, mentor, trainer, coach, or supervisor of interpretive staff, which may include volunteers, partners, YCC, SCA, interns, permanents and seasonals.

Program Timing

Leading the Way to Interpretive Excellence is a 90 minute TEL class.

Site Point-of-Contact Responsibilities

The TEL Station Site Point-of-Contact must reserve the training room, notify employees that the park will be participating in this TEL training event, make sure the Participant Guide is available to students, set up the TEL Station on the day of the training, make sure students sign in on the attendance roster, and finalize the Class Attendance Roster in DOI Learn.



Pre-course Assignment

Though not required, it is useful to review the course materials and conduct the Training Needs Assessment before attending the TEL session.



Course Overview, Goals and Learning Objectives

Course Overview and Goals: After participating in this course, you will have enhanced knowledge of the NPS training platform as it relates to the field of professional interpretation, as well as feel confident in your role in developing, interpretive excellence for yourself and others.

During the course you will have an opportunity to:

1) Have access to a wealth of resources designed to support continued professional development in the field of interpretation 2) Understand your role in fostering interpretive excellence through the training and development platform 3) map out a strategy to support desired training objectives .

Section One: Interpretive Training Overview

Overview of NPS Training / Competencies / Interpretation

Section Two: Identifying the Sources and Sites and Systems of Training

Making sense of the Sources of potential training, the Sites where training takes place and the Systems that support training

Section Three: Certificate or Certification

Understand the reason and rationale that support documented learning and development training milestones, and the revised program related to the IDP.

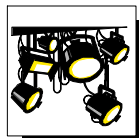
Section Four: Lead the Way

Using the training needs assessment, map out a strategy for leading the way to interpretive excellence

Provide Questions and Evaluative Feedback

Capture your notes here



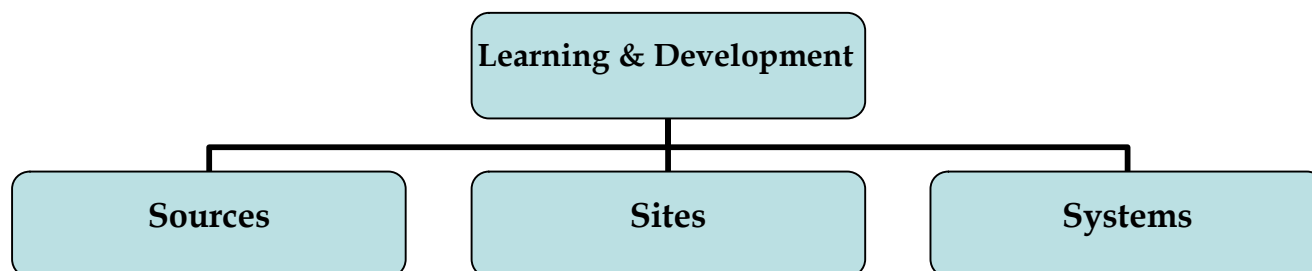


Introduction

As the field of Interpretation amplifies its impact through staff conducting programs to the public, it is imperative that we model and foster excellence, that we welcome and reward learning, and that we measure and recognize accomplishment. You as a leader or potential leader of interpretive staff have the unique privilege, if not responsibility to support this endeavor.

Indeed you have an opportunity to amplify your impact thru: leading by example, identifying strengths and weaknesses in interpretive planning and programming, coaching towards success, and providing opportunities for development and documentation of learning and development. It is of course helpful to have a good understanding of interpretive principles. However, as this pertains to training, learning and development, it is my hope that this information will be useful to the emerging *and* the seasoned lead interpreter.

In the pages that follow you will find resources that relate to the broad interpretation training platform, a training needs assessment, schematic of broad scope of interpretive training, information sheets on all NPS Interpretive Training venues, worksheet for ‘leading the way’ to interpretive excellence, and numerous helpful examples, such as completed Competency-based submissions, and Completion and Advanced Certificate.



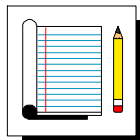
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Contents of this Guide:

- Course Goals and Objectives
- Sites, Systems and Sources Information
- Interpretive Development Matrix
- Fundamentals Course Information
- Eppley Institute Information
- List of Interpretive Training Resources
- Example of Individual Development Plan
- Example of Training Needs Assessment
- Bland Training Flow Chart and
- Example of Completed Training Flow Chart
- Example of Certificate of Completion
- Example of Advanced Certificate
- Example of Competency based submission
- Special Hiring Initiatives: Diversity, SCEP, STEP, Internships, and Leadership programs

Capture your notes here

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. In the top right corner, there is a simple black-and-white line drawing of a pencil, angled downwards as if writing. The rest of the page is empty, providing space for handwriting practice.



Interpretive Training Needs Assessment

Who needs training? Permanents, seasonal, volunteers, other divisions, partners, concessionaires, interns, students, Teachers,

Why do they need training? To acquire or improve on a new skill, to meet a requirement, to support individual development needs, to support organizational needs, as part of performance improvement, to enhance understanding, to foster morale, to boost confidence, to support a promotion or award, to measure effectiveness, to evaluate performance

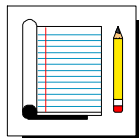
When do they need training? Seasonal, annual, before they arrive, after an unacceptable evaluation or action, before developing a new program or taking on additional responsibility, or before EOD date, before fire season etc.

What training do they need and want? What are career goals? Are they weak in some performance area? Can you provide some via computer? Does your budget support off site training? Should you bring a trainer in? What web or written resources are available? Do they need a new skill set? More knowledge about resource or technique? Is there a training budget? Etc. etc.

Where does training take place? \$\$ On site, off site, web based, books, details, college, conferences, self-paced, special project assignments

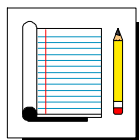
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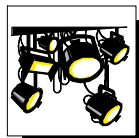
Training Needs Flow Chart

Who Needs Training?	Why is training needed?	When should training occur?	How can training happen?	What training will be available?



Example of Completed Training Flow Chart

Who Needs Training?	Why is training needed?	When should training occur?	How can training happen?	What training will be available?
VIPs	To Assist in Resource Inventories	During Winter before spring counts	With Biologists on site	Recognizing native and non – native species Methodology
College interns SCA	To Satisfy Curriculum and academic needs To provide for enhanced experiential learning	Throughout tenure	Web based On site with staff Media/publications	Web based : *NPS mission and history on line *Foundations of Interpretation (Eppley on line with Coach) * Career and Professional Development in NPS On Site: media / publications Resource immersion/study Field professionals Training sessions Conference/Workshops
YCC	8 hour education and experience training required per 40 hour week	On a weekly basis	On site Relevant field studies	Resource related: (Barrier Island Ecosystems, Endangered Species, Non-native species, cultural history) Safety related: CPR and First Aid Career Related: History and Mission Careers and Employment Programs
Permanent Seasonals	Required Ethics and Career Development KSA Development	Throughout Tenure Before arriving or soon after	On-line, residential, conference On line / on site	Fundamentals, IDP courses and submissions, NCTC, Gilder Lehrman Institute, NAI, Same as Above Eppley Institute/NAI/NPS



NPS Training Platform

Sources: Refers to any source be it web based, on or off site, publications, information sources, Special hiring initiatives, etc.

Sites: relates to where you can go to acquire training to meet my needs. What does each training site offer? Can I find web-based training for credit? Also relates to training centers, details assignments, web based learning and actual and virtual sites for accessing training.

Systems: refers to how training needs are supported through web based systems that provide a framework for learning and development, and that provide a means of measuring attendance, accomplishment or mastery of knowledge, skills, and abilities.

Training for ALL Employees:

Required training such as ethics, credit cards, security etc. through DOI Learn

Career Field courses and competencies specific to discipline through numerous NPS and other venues.

Fundamentals I, II, III, IV, and V Designed to sustain a workforce committed to achieving the mission. It is for all park employees and provides an overview of *Universal Competencies* such as: Agency Orientation, Mission Comprehension, Resource Stewardship, NPS Operations, Fundamental Values, Communication Skills, Problem Solving Skills and individual Development and Planning(three on line self paced courses, two residential one at Albright Training Center, one at Mather Training Center. This is a funded training opportunity and should be made available to all park employees who have not attended. <http://www.nps.gov/training/fund/>

INTERPRETIVE TRAINING

Changes in Interpretive Development Program and achieving Measureable Standards

Eppley Institute	COURSE NAME	Interpretive Development Program
Certificate of Completion Advanced Certificate	Foundations of Interpretation	On-line Course
Certificate of Completion Advanced Certificate	Interpretive Talk (Other IDP modules are currently available under the peer review system and will be made available through the Eppley Institute for Basic Certificate of Completion and Advanced Certificate of Completion)	Peer Review Certification Point in Time Assessment
Certificate of Completion Advanced Certificate	Training and Coaching Interpreters	

Training in Interpretation and Visitor Services

Sources and Sites

Interpretive Development Program: Interpretive Development Matrix which highlights the knowledge, skills, and abilities for the Interpretive Ranger GS-5 entry level, GS-7 Developmental level and GS-9 Full Performance level. (www.nps.gov/training/idp)

Training Centers: 12 Training and Development Centers offer training courses through a number of different venues on a variety of different topics. (<http://www.nps.gov/training/index.htm>)

Developmental and leadership programs: Variety of programs designed to provide unique developmental opportunities for permanent NPS staff. For example Aspiring Leader, George Wright Grant. (see www.nps.gov/training/idp)

Special Hiring Initiatives:

Student Conservation Association (www.thesca.org) ,

Youth Conservation Corps ion <http://www.nps.gov/gettinginvolved/youthprograms/ycc.htm>

Diversity Internship Program <http://www.nps.gov/history/crdi/description/prgm.htm>

DOI University: On-line source for taking independent study courses, access to on-line courses and store and retrieve record of training www.doi.gov/training

TEL: Interactive televised courses related to a variety of topics <http://www.nps.gov/training/tel>

The Learning Place; Information web site for information about NPS Career fields, competency requirements, developmental opportunities and more. Check it out at; www.nps.gov/training

Gilder Lehrman Institute: Source of series of excellent training course related to US History. Funding sources are available for this training through <http://www.gilderlehrman.org/index.php>

National Association for Interpretation: An independent organization with Certification Programs in Interpretation, publications, yearly regional and national and international conferences, and web site at www.nai.org

National Conservation and Training Center: Residential Training Center which offers variety of courses relevant across the DOI and NPS. They have two tuition free spots for NPS for every course they offer. The on-line catalog can be accessed at: www.nctc.gov

DOI Learn: The web based access to required government training, as well as numerous other courses offered at park sites across the country. <https://doilearn.doi.gov>

Eppley Institute www.parktraining.org or. www.eppley.org

Colleges: Numerous colleges offer training and degree programs in Interpretation and Recreation and Tourism Management, Indiana University with Stephen F. Austin State College.



The Learning Place

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NPS Learning and Development Programs



The National Park Service Learning and Development Community stands together during an All-Hands Meeting held in West Virginia.

FEATURED LINKS:

Kathy Hanson, Chief of Learning & Development Division announces Thomas Ferranti as the new Deputy Chief of Learning and Development. See full [announcement](#).

[NPS Learning and Development Report](#)

[Mission Statement](#)

CURRENT EVENTS:

[FY2008-FY2009 Crystal Owl Award Procedures](#)

The employees of the National Park Service care for the special places that are the heritage of America. This work requires a wide range of skills in a variety of disciplines. Training and Development activities are designed to help employees fulfill our mission through education, performance improvement and knowledge management. Whether it is in traditional classrooms, self-paced computer programs, classes delivered by satellite television or blended models, we are committed to meeting the charge Director Horace M. Albright gave us in his farewell message in 1933, "Do not let the service become just another Government bureau, keep it youthful, vigorous, clean and strong."

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National Park Service
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[Capital Training Center](#)

Washington, DC Phone: (202) 354-1400

TYPE OF CENTER:
Training Center

Training Center

[Horace M. Albright Training Center](#)

Grand Canyon, Arizona Phone 928.638.7981

Training Center

[Historic Preservation Training Center](#)

Frederick, MD Phone 301.663.8206

Training Center

[Stephen T. Mather Training Center](#)

Harpers Ferry, WV Phone: (304) 535-6215

Training Center

[Arthur Carhart National Wilderness Training Center](#)

Missoula, MT Phone: (406) 243-4682

Resource Center

Resource Center

Resource Center

[National Center for Preservation Technology and Training](#)

Natchitoches, LA Phone: (318) 357-6464

Resource Center

[National Interagency Fire Center](#)

Boise, ID Phone: (208) 387-5200

Training Center

Resource Center

[Olmsted Center for Landscape Preservation](#)

Brookline, MA Phone: (617) 566-1689

Training Center

[National Conservation Training Center](#)

Shepherdstown, WV Phone: (304) 876-7467

Resource Center

[Conservation Study Institute](#)

Woodstock, VT Phone: (802) 457-3368

[Federal Law Enforcement Training Center](#)

Glynco, GA Phone: (912) 267-2246

[Bureau of Land Management](#) Peoria, AZ Phone: (602) 615-0526

Competencies

About Competencies

A competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully. The National Park Service Training & Development Program delivers curricula based upon core competencies identified by the various NPS Career Fields and Special Programs.

Essential Competencies for NPS Career Fields

Select one of the following NPS Career Fields or Special Programs to view its competency matrix(ces) and core competencies.

[Administration and Business Practices \(ADM\)](#)
[Concessions \(CON\)](#)
[Cultural Resources Stewardship \(CRS\)](#)
[Education \(EDU\)](#)
[Fire and Aviation Management \(F&A\)](#)
[Historic Preservation Skills and Crafts \(HPS\)](#)
[Information Management \(INF\)](#)
[International Affairs \(OIA\)](#)
[Interpretation \(INT\)](#)
[Land Acquisition \(LAQ\)](#)
[Legislative Affairs \(LGS\)](#)
[Maintenance \(MNT\)](#)
[Natural Resources Stewardship \(NRS\)](#)
[Organizational Development \(ODE\)](#)
[Partnerships \(PAR\)](#)
[Planning, Design, & Construction \(PDC\)](#)
[Public Affairs \(PAF\)](#)
[Recreation and Conservation \(REC\)](#)
[Risk Management \(RSK\)](#)
[Supervision, Management, & Leadership \(SML\)](#)
[United States Park Police \(USPP\)](#)
[Universal Competencies \(UNC\)](#)
[Visitor & Resource Protection \(VRP\)](#)
[Volunteers \(VOL\)](#)



www.doi.gov/training

U.S. DEPARTMENT OF THE INTERIOR UNIVERSITY



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GO

- ▶ **DOIU Home**
- ▶ **Our Organization**
- ▶ **Contact Information**
- ▶ **Help / How Do I...**

▶ **DOIU Login**

PROGRAMS AND RESOURCES

- ▶ Certificate Programs
- ▶ Classroom and Online Course Offerings
- ▶ Forums and Special Projects
- ▶ Intern Programs
- ▶ Leadership Programs
- ▶ Special Training Programs

SERVICES

- ▶ Certifications and Credits
- ▶ Customized Training
- ▶ Room Rentals

OTHER RESOURCES

Select one

What's New at DOIU?

SkillSoft

The SkillSoft open season has closed and will reopen during the fall of 2009. For more information go to: www.doiu.nbc.gov/skillsoft.

IDPs

Individual Development Plan (IDP) is a tool that helps employees develop skills, achieve their career goals, accomplish their organization's mission and goals. [Click here](#) for DOI University's guide to IDPs and competency-based performance.

DOIU FY 2009 Course Catalog

[Click here](#) for a pdf version of the 2009 DOIU Course Catalog that lists DOIU's many course offerings and programs.

DOIU Certificate Programs

Registration for the Executive Assistant Certificate Program ([EACP](#)) and the Foundations in Leadership ([FIL](#)) Certificate Program will be open in August 2008.

DOI LEARN

DOI LEARN is the agency-wide learning management system in which you can register for classroom and onlin training, view your transcripts, and print out your completion certificates. To log in to DOI LEARN go to: <https://doilearn.doi.gov>.

The DOI LEARN Help Desk can be reached at 866-466-1998 or doilearn@geolearning.com.

INTERIOR EMPLOYEES ONLY: [How to access training on DOI Learn](#).

▶ **Classroom and Online Course Offerings**

View a matrix of all DOI University classes as well as online courses available at a glance, with direct links to course descriptions and registration information.

▶ **Leadership Programs**

Interested in developing the skills you need to become a leader in the Federal Government? Visit the Leadership Program pages!

▶ **Intern Programs**

Get hands-on experience while developing the competencies you need to further your career! DOIU's Intern Programs provide a wide range of opportunities for future leaders.

▶ **Mandated DOI and Special DOI University Training**

DOI University has worked with Interior organizations to cooperatively develop training programs to meet mandated and other critical training needs.

▶ **Forums and Educational Partnerships**

Experience author-led forums. Make a difference by participating in programs for DC partnership schools.

▶ **Customized Training**

Discover how we can help you with your specific training needs through customized training. We can develop customized online or classroom training to suit your needs.

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<http://www.doi.gov/training>
doiunonline@nbc.gov



National Conservation Training Center

[FWS Home](#)

National Conservation Training Center
698 Conservation Way
Shepherdstown, West Virginia 25443-9713

Webmaster email: NCTC_webmaster@fws.gov

U.S. Fish & Wildlife Service

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U.S. Office of Personnel Management

Management

Ensuring the Federal Government has an effective civilian workforce

Federal Career Intern Program



The Federal Career Intern Program is designed to help agencies recruit and attract exceptional individuals into a variety of occupations. It was created under [Executive Order 13162](#), and is intended for positions at grade levels GS-5, 7, and 9. In general, individuals are appointed to a 2-year internship. Upon successful completion of the internships, the interns may be eligible for permanent placement within an agency.

Individuals interested in Career Intern opportunities must contact specific agencies directly. The Office of Personnel Management will not be the central source for career intern opportunities.

[Features](#) | [Questions and Answers](#)

U.S. Office of Personnel Management 1900 E Street NW, Washington, DC 20415 | (202) 606-1800 | TTY (202) 606-2532

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Welcome to the Department of the Interior's Learning Management System
DOI LEARN

Please enter your User Name and Password to access the web site.

Public Catalog Login

Please Log On:

User Name:

Password:

Turn on 508 Compliance?

☐ Yes ☒ No

[I forgot my password](#)

Log On >>



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This is an official U.S. Government System for authorized use only. To protect this system from unauthorized use, activities on this system are monitored and recorded and subject to audit. By using this system, the user expressly consents to such monitoring and recording. Any unauthorized access or use of this system is prohibited and could subject the user to criminal and civil penalties and/or administrative action.

If you need assistance,
and/or login instructions,
contact GeoLearning at:
doilearn@geolearning.com
or (866) 466-1998

[Privacy Act](#)

[Accessibility](#)

To avoid technical difficulties
while using the DOI LEARN
application, please refer to this
[browser settings document](#), to
adjust your browser settings.



Login to view your courses here.

Email Address:

Password:

Login

[Register](#) | [Lost password?](#)

Course Topics

Accessibility (2)
Aquatics (2)
Citizen Boards (2)
Interpretation (7)
National Park
Service (9)
Recreation
Programming (3)
Safety and
Maintenance (1)
Wilderness
Resources (3)
Training Academy (3)
All Courses (30)

Welcome to **the Eppley Institute training site**, where you can get instant access to online courses and onsite programs designed for those in the parks, recreation and tourism professions.

Our **e-Course** initiative is specifically designed to give recreation, park, and tourism professionals the opportunity to pursue continuing education through the convenience and flexibility of the Internet.

With our courses, you can:

- ✓ Earn **Continuing Education Units (CEUs)** to maintain certification
- ✓ Attain **non-degree certificates** in fundraising, facility management, and other specializations within the recreation, park, and tourism fields
- ✓ Gain important knowledge and skills from a computer **without the expense of travel**

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Youth Conservation Corps



The Youth Conservation Corps is perhaps the most well recognized youth program in the NPS. The YCC has been instrumental in introducing young Americans to conservation opportunities in national parks since the program was created in 1970. This program was created through a partnership between the U.S. Department of Interior and U.S. Department of Agriculture- Forest Service in Public Law 93-408 which states the Secretary of the Interior and the Secretary of Agriculture may contract with any public agency or organization or any private nonprofit agency or organization which has been in existence for at least five years for the operation of any Youth Conservation Corps project. Since its inception, the YCC has worked with many conservation agencies throughout the country to provide educational and team building skills for young people. Hundreds of employees currently working in land management agencies were introduced to the field via the YCC.

Print an application (pdf - 89k)

The YCC was established on August 13, 1971 through Public Law 91-378, as a three-year pilot program, with the intention of achieving several objectives. The most important objective being to take young adults from different social, economic, racial, cultural and gender backgrounds and placing them in an environment where they could cultivate work, social, and educational skills. In 1974, it became a permanent institution.

Presently, Congress mandates that the National Park Service, in partnership with the Fish and Wildlife Service and the USDA Forest Service, must have a program no less than \$2 million annually. Regional youth coordinators and park staff work closely with local school and youth organizations to advertise YCC positions and recruit young adults to participate. Participants must be between 15 and 18 years of age to enroll in YCC programs.



In essence, the YCC hopes to capture the idealism of youth and create an environment where such idealism could be put into practice. This summer employment program permits men and women to enjoy working, earning, and learning by doing projects that further the development and conservation of the nation's natural resources. Today, there are two YCC Residential Centers, which are Yosemite and Yellowstone National Parks. Individual parks, such as Shenandoah, the Grand Tetons, and many others, also host YCC programs. To learn more about the YCC and its history, you can call the Youth Programs Division at the Washington Office at (202) 513-7146 or visit your state's YCC website. For more information about working in a national park, contact the park that you are interested in working at. You can search the contact information for your park at

<http://www.nps.gov/findapark/>.



Cultural Resources Diversity Program

ining. Re-sources n: The ability and the means to meet situation
ver-sity n: The quality of being made of many different elements, (individuals. Pro-gram n: A system of services, opportunities, or pro-
signed to meet a social need. Cul-tural adj: Promoting culture: civil

Program Description	
Publications	
Internships	
Colleges & Universities	
Research	
Places & Cultures	
What's New	
Conferences	
	

Program Description

The National Park Service established the Cultural Resources Diversity Program in late 1998 to develop programs and approaches that will diversify the professional workforce in the cultural resources/historic preservation field. Through research, publications, and the internship program we are working to achieve these goals:



Charles Sumner School, Washington, DC.
School Museum and Archives,
Washington, DC

- Increase the number of individuals representing all the nation's cultural and ethnic groups in professional jobs in this field, as historians, archeologists, historical architects, ethnographers, historical landscape architects, and curators.
- Increase the number of historic and cultural resources associated with the nation's diverse cultural groups that are identified, documented, preserved, and interpreted.
- Increase the number of diverse organizations and communities that are involved in the cultural resources/historic preservation field and served by National Park Service and other public/private preservation programs.

These goals reflect the need to address the changing demographics of the United States. Our nation's increasingly diverse population will influence how the nation sees its past; how it uses the past in the present and future; and, importantly, which historic places are identified, preserved, and interpreted for future generations.

The National Park Service and its partnership organizations must increase the diversity of the professional groups that work in this field, address the totality of the nation's cultural heritage, and engage a wider range of organizations and communities in fulfilling their missions.

SCEP Fact Sheet

Purpose

To provide experience that is directly related to the student's educational program and career goals. This program provides for a period of attendance at an accredited school combined with periods of career related work in a Federal agency. The work experience with the agency MUST be related to his/her academic/career goals.

Citation 5CFR 213.3202

Eligibility Requirements

1. The Student must be:
 - a. Enrolled or accepted for enrollment in an accredited academic/vocational/technical school.
 - b. Enrolled at least half time as defined by the school (the student's final semester may be excepted from this requirement).
 - c. Enrolled as a degree/diploma/certificate seeking student.
2. The Schedule
 - a. Must be formally arranged to ensure work does not interfere with academic performance and must allow for completion of both educational and SCEP requirements in a reasonable and appropriate timeframe.
 - b. The agency must be informed and prepared for periods of employment.
 - c. The student may work year round and the schedule may be full-time or part-time.
 - d. There are no hours limitations but the schedule cannot interfere with school.
 - e. All participants understand the hours requirements for noncompetitive conversion.
3. Breaks in the Program
Are defined as when student is neither working nor in school and can be approved or denied by agency.
4. Financial Need
OPM no longer imposes any financial need requirements. An agency, however, may establish and use financial need criteria.
5. Training expenses
Agencies may use training authority to pay all or part of student training expenses (including travel and transportation).
6. Authority
Schedule B 213.3202(b)

7. Criteria

Employment must be directly related to student's educational program and career goals and is subject to all criteria of career and career conditional appointments including suitability and investigations.

8. Conversion

- a. The student may be converted to career or career conditional at any time within 120 days after satisfactory completion of the requirements for his/her diploma/certificate/degree provided that they have completed 640 hours of career-related work before or concurrent with course requirements.
- b. They must be recommended by the employing agency and meet the qualification standards for the target position.
- c. The student may be converted to a position within the same agency or any other agency.

9. Qualifications

Must meet qualifications standards established by the agency or OPM.

10. Agreement

- a. There must be an agreement between the agency and the student, and another between the agency and the school.
- b. The agreement between the agency and the student must be in writing and include the nature of the work assignments, the schedule of work assignments and class attendance, include evaluation procedures and requirements for continuation and successful completion of the program.

11. Benefits

- a. Leave – student accrues annual and sick if working a part or full time schedule.
- b. Federal Employees Retirement System and Thrift Savings Plan.
- c. Federal Employee's Group Life Insurance.
- d. Federal Employee's Health Benefits.

STUDENT CAREER EXPERIENCE PROGRAM (SCEP)

(Formerly Co-operative Education Program (Co-op))

What is provides: SCEP allows appointment of students to positions that are related to their academic field of study. Employment as a student is in the excepted service and public notice is not required. Participants who meet all the requirements of the program may be noncompetitively converted to term, career, or career-conditional appointments.

When to use it: SCEP can be a good tool to “grow your own” workforce by hiring students into developmental positions to address future agency needs.

Who is eligible: Eligibility requirements for SCEP include:

- Enrolled or accepted for enrollment as a degree-seeking student in an accredited high school or technical or vocational school, 2-year or 4-year college or university, or graduate or professional school.
- At least 16 years old.
- Taking at least a half-time course load as determined by the academic institution.

Benefits to the hiring manager: Hiring under SCEP is an effective way for a manager to:

- Bring students into the agency in targeted positions for workforce and succession planning.
- Evaluate the student's performance in real work situations.
- Permanently place successful students upon completion of coursework leading to a diploma, certificate, or degree and at least 640 hours of work experience.

Implementing SCEP

Step 1: Develop a strategic plan. Develop an overall strategic hiring plan and identify which positions would be a good match for SCEP requirements. Review your agency's Human Capital Strategic Plan to target skill gaps and positions related to changing mission requirements.

Step 2: Select positions. Select only those positions that you strongly believe will have openings for student(s) after the appointment ends. Remember that work must be related to the student's career field or academic study.

Step 3: Determine qualification standards for positions. Students may be evaluated by either agency-developed standards or by the OPM qualification requirements for the target position. Any OPM test requirements are waived.

Step 4: Determine recruiting strategies. Consider the following methods:

- Posting announcements or using electronic bulletin boards at local schools, colleges, and universities.
- Posting features of SCEP on your agency's website for potential candidates to see.
- Entering vacancies into OPM's Federal Student Jobs database for delivery through the Government-wide community via the World Wide Web, computer bulletin boards, and telephone.
- Traveling to schools, colleges, and universities to participate in job fairs.
- Establishing working relationships with college placement office representatives, heads of departments, and others.
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Step 5: Develop examining procedures. Schedule B appointments are exempt from the usual competitive examining procedures. (Reference: 5 CFR 213.3201) Students appointed under the excepted service Schedule B Student Career Experience Program are also exempt from the rating and ranking requirements otherwise applicable for appointment in the excepted service (Reference 5 CFR 302.101)

Step 6: Develop a formal agreement. Once you have selected potential candidates, SCEP requires that you establish a formal agreement among all parties (school, agency, and student). (Reference 5 CFR 213.3202(b)) Components of the agreement include:

- Nature of work assignments.
- Schedule of work assignments and class attendance.
- Evaluation procedures.
- Requirements for continuation and successful completion of the program.

No student may be hired without a SCEP agreement between the school, the National Park Service and the student.

Remember that, as with other appointments, in most cases, merit principles, veteran's preference, and the rules on nepotism apply.

Contact the Regional representative to establish an agreement or inquire to see if any agreement has already been established.

References:

- 5 CFR 213
- 5 CFR 338
- 5 CFR 410
- 5 CFR 432

Capture your notes here



STUDENT CAREER EXPERIENCE PROGRAM WORKING AGREEMENT

BETWEEN THE NATIONAL PARK SERVICE AND (SCHOOL NAME, CITY, STATE)

This agreement is the basis for developing mutual understanding and respective responsibilities between a Federal agency and qualifying educational institution in the employment of students under the Student Career Experience Program (SCEP). This is a planned progressive educational program that provides for the integration of a student's academic studies and Federal work experience with the potential of non-competitive conversion into the Federal career service. It is consistent with guidance contained in Title 5, Code of Federal Regulations Part 213, 213.3102(d), and the agency's policy. General responsibilities of the Program participants are described below.

Purpose of the Cooperative Agreement

The anticipated result of this agreement is that each party will assist the other in the accomplishment of its program objectives. For the University/College it is recognized that such objectives are primarily educational in nature. While concerned with the enrichment of curriculum and student learning, the Service must also be primarily concerned with utilizing the Student Career Experience program to meet its short- and long-term staffing needs. Mutual support between the parties of these primary objectives may be expected to result in many other benefits, not alone to the parties of the agreement, but also to each participating student.

Employer Responsibilities

In the cooperative arrangement the Service will:

1. Designate a staff member to maintain liaison with the University/College.
2. Inform the University/College of available work opportunities.
3. Establish work schedules which accommodate the academic calendar of the University/College and enable the students to meet the requirements of both the University/College and the Service for completion of the program.
4. Select appointees from among students who apply, without any discrimination on the basis of race, ethnic background, creed, national origin, sex, religion, age, marital status, or non-disqualifying physical handicap.
5. Process all personnel actions relating to the student's employment and keep all necessary employment records.
6. Respond promptly to referrals of students by colleges.
7. Relate work assignments as fully as possible to each student's major areas of study and make every effort to maximize the student's learning from their co-op experience.
8. Place students under competent supervisors and orient them to the work environment and the conditions governing their employment.
9. Conduct periodic appraisals of each student's performance and provide counseling that will improve performance.
10. Provide needed reports to the University/College on student's performance.
11. Notify the University/College, as far in advance as possible, of the employer's intent to terminate a student's employment.

Responsibility of the University/College

The University/College will:

1. Designate a representative to work with the employer's liaison officer.
2. Inform all likely student candidates of the employer's SCEP opportunities.
3. During the recruitment period, refer all interested and qualified candidates to the employer without discrimination, including veterans discharged under honorable conditions.
4. Correlate work and study in a manner that will assure maximum learning on the part of each student.
5. Furnish the employer with requested information about the student's field of study and academic standing, with consent of the student.
6. Inform the employer of any change in student's status, with consent of student, including termination of study, change from full-time to part-time enrollment, shifts to other major areas of study, and failure to maintain required standards of the University/College or the Service.

Responsibility of the Student

1. Adhere to the Service agency's work schedule and co-op policies and procedures.
2. Assume personal and professional responsibilities for action and activities.
3. Use a courteous, enthusiastic, and professional approach to policies and procedures within the occupation and organization.
4. Meet academic, performance, and conduct standards set forth by the University/College and Federal agency.
5. Provide the Service and University/College co-op coordinators with periodic progress

reports on the quality of work and study assignments.

6. Work effectively with peers and supervisors.
7. Notify the University or Service agency of changes in their status.

A. Student Eligibility

A prospective Student must:

1. Be at least 16 years of age or older;
2. Be a U.S. citizen or a native of a country that owes permanent allegiance to the United States (i.e., American Samoa, etc.)
3. Meet the agency's policy on nepotism.
4. Meet security or fitness requirements.

B. Appointment

An agency may appoint students who:

1. Are enrolled in a degree program in a field related to the work to be performed
2. Are in good academic standing (maintain at least a 2.5 overall grade point average on a 4.0 scale or the equivalent, a 3.0 or above in all major fields of study, and a record that is in all ways predictive of graduation;
3. Meet the qualification standards of the position;
4. Meet medical and security requirements.

A Student Trainee is appointed on Schedule B 213.3202(b) appointment which may not extend beyond 120 calendar days after satisfactory completion of educational and study-related work requirements.

C. Work Schedule

1. Each work experience must be planned consistent with the student's academic studies or career goals and be designed to meet the minimum study-related work hours required for conversion.

2. Work schedules may be:

- Full-time, alternating with periods of classroom study
- Part-time, while student is attending school
- Combination of both
- Part-time students must work a minimum of about 16 hours per week with at least a ½ time academic course load
- Work schedules may not be confined to summer or vacation periods exclusively, unless covered under exceptions in FPM-308(S2).

D. Pay and Benefits Information

1. Students are paid in accordance with established pay schedules and pay regulations.
2. Benefits for which students may be include:
 - Federal Employees Retirement System
 - Life and Health Insurance
 - Vacation, Sick, and Holiday Leave
 - Tuition Assistance
 - Travel and Transportation between school and NPS work site. All travel required as a part of the duties assigned to the student during their work phase will be reimbursed accordingly.
3. When attending school and not working then the student will be placed in non-pay status on Leave Without Pay (LWOP). Also, if enrolled in health benefits program, he/she is responsible for payment of health insurance which continues during non-pay status.

E. Performance Appraisal

1. Performance appraisals are required for students consistent with the agency's appraisal system. Results should be shared with schools.
2. If a student's performance falls below *fully successful*, he/she may be given an opportunity to improve or will be separated from the Program.

F. Employment Upon Completion of Degree/ Program Requirements

1. Students must have satisfactorily completed at least 16 weeks (or 640 hours) career-related work-study requirements.
2. Within 120 calendar days after completing educational requirements, the employing agency may non-competitively promote and convert a student to a career or career-conditional appointment.
3. Students must meet citizenship and employment of relative requirements by the date of conversion.
4. Students disqualified before completing their educational or program requirements or not recommended for conversion must be terminated and may only be re-appointed through competitive procedures.
5. Although the prime purpose of Federal employment of SCEP students is to prepare students for the agency's permanent work force, the Service sometimes cannot, for administrative reasons, convert non-competitively all the co-op graduates which it has trained as students, or cannot convert at the grade for which a person is eligible. Students who are not converted may seek eligibility through the competitive process in the same manner or another area of work.

Conditions of Agreement

The conditions of this agreement are in general conformity with Federal regulations. It is understood, however, that they at no time supersede, alter, or take the place of such regulations. Many of the conditions are subject to immediate change by new legislation or policy revisions and are mandatory. Changes which are not required by new laws or regulations will be made only by mutual consent of the Service and the University/College. Either party may terminate the agreement with 30 days written notice.

APPROVAL

For the University of _____

For the National Park Service

Signature

Date

Signature

Date

Human Resource Manager NPS Region

Address

Phone # _____

"School and work... a rewarding combination.

Gain valuable work experience while you're still in school...and get paid for it!"

What is the Student Educational Employment Program?

It's an opportunity to earn money and continue your education, to train with people who manage the day-to-day business of the National Park Service, and to combine your academic study with on-the-job experience. The Student Educational Employment Program will introduce you to all the advantages and challenges of working for the National Park Service. The Student Educational Employment Programs are available to all levels of students: high school, vocational and technical, associate degree, baccalaureate degree, graduate degree, and professional degree students. There are two separate components:

1. Student Temporary Employment Program (STEP)

Job opportunities under this component offer temporary employment. Employment can be, but does not always have to be, related to your academic field of study. Employment can range from summer jobs to positions that can last for as long as you are a student.

2. Student Career Experience Program (SCEP)

This component offers you valuable work experience directly related to your academic field of study. It provides formal periods of work and study while you are attending school. It requires a commitment by you, your school, and the employing Federal agency. You may be eligible for permanent employment under this component after successfully completing your education and meeting specific work requirements.

Program Features Under Both Components

- Possible year round or summer employment;
- Work schedules can be flexible to accommodate school;
- STEP's eligible to earn annual and sick leave (based on length of appointment);
- SCEP's are also eligible to earn annual and sick leave, as well as other Federal employment benefits (i.e. retirement, health and life insurance).

Eligibility Requirements

You are eligible under the Student Educational Employment Program if you are:

- Enrolled or accepted for enrollment in school;
- Taking at least half- time academic or vocational and technical course load in an accredited high school, technical or vocational school, two year or four year college or university, graduate or professional school;
- A U.S. citizen or national (resident of American Samoa or Swains Islands). U.S. citizenship is required for conversion to permanent employment under the Student Career Experience Program.

Employment Outlook

As in the private sector and other Federal agencies, the National Park Service is undergoing streamlining and restructuring to become more efficient and less costly to operate. This means that fewer permanent jobs are available. However, we are still filling jobs where we need to provide critical services. Most of those positions are temporary in duration, but permanent positions may open from time to time. As current federal employees retire, it is likely that significant numbers of positions will become available. If you are interested in working for the National Park Service, we encourage you to contact us to find out what positions may be available. The National Park Service is an Equal Opportunity Employer. Selection for positions will be made solely on the basis of merit, fitness and qualifications without regard to race, gender, sexual orientation, color, creed, age, marital status, national origin, non- disqualifying handicap.



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